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## ABSTRACT

These materials present information on implementing a collaborative team model in the delivery of transition services to students with disabilities. The materials provide charts and forms outlining strategies to be used by a local interagency transition team to assess its existing level of collaboration, to conceptualize its jointly endorsed long-term vision, and to define several levels of outcome measures. This self-study covers the following areas: organizational structure; operating procedures; collaborative process; transition planning process; student instruction and consumer support; family outreach and support; self-determination and advocacy; negotiation of adult outcomes; and evaluation of transition services. The materials also review the process to be used by a local interagency transition team to develop action plans around multiple outcome levels--interagency, agency, and students. The collaborative model presented is intended to equip collaborative transition teams to address two levels of service delivery: (1) student and consumer outcomes, and (2) system development and support. Descriptions of local examples of collaborative programs are attached, as is a summary of the presentation. (DB)

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ED 391 351

# IMPLEMENTING A COLLABORATIVE TEAM MODEL IN THE DELIVERY OF TRANSITION SERVICES

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EC 304601

# Implementing a Collaborative Team Model in the Delivery of Transition Services

## PRESENTATION OUTLINE

- I. *Overview (green section)*
  - A. Collaborative Transition Teams Outreach Project
  - B. Teaming
  - C. Collaboration
  - D. Collaborative Process and Transition Services
- II. *Principles to Promote Collaborative Delivery of Transition Services (yellow section)*
  - A. Sample: Membership Levels
  - B. Sample: Self-Study Guide: Transition Services
  - C. Sample: Generic Language Regarding Transition-Age Students
  - D. Sample: Procedure Grids
- III. *Local Examples of Collaboration (pink section)*
  - A. Community Education for Life Transition Team (C.E.L.T.T.)
  - B. Jefferson Parish Interagency Transition Brokerage
- IV. *Panel Discussion*

## **Implementing a Collaborative Team Model in the Delivery of Transition Services**

- I. Overview (green section)*
  - A. Collaborative Transition Teams Outreach Project
  - B. Teaming
  - C. Collaboration
  - D. Collaborative Process and Transition Services

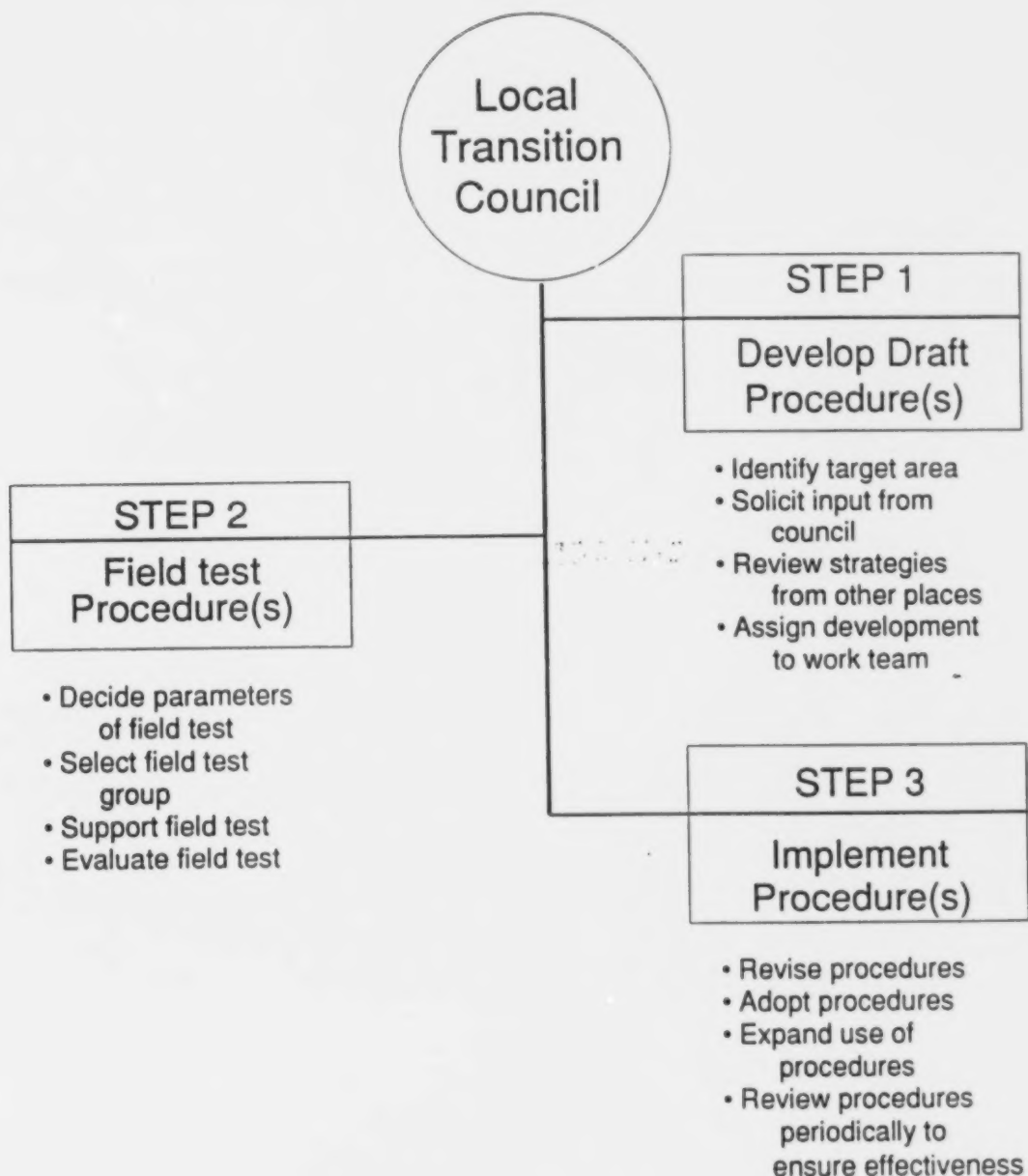
## MODELS OF TEAM OPERATION

| Cooperation                                                                                                                                                                                                                                                                                                                                                                               | Coordination                                                                                                                                                                                                                                                                                                                                                                                                                           | Collaboration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Informal Relationships</li> <li>• No Commonly Defined Mission, Structure, or Planning Efforts</li> <li>• Information Shared, As Needed</li> <li>• Authority and Accountability Retained by Individual Organizations</li> <li>• Unilateral Leadership and Central Control</li> <li>• Separate Resources and Rewards</li> <li>• No Risk</li> </ul> | <ul style="list-style-type: none"> <li>• Formal Relationships</li> <li>• Compatible Missions</li> <li>• Some Planning and Division of Roles</li> <li>• Established Channels of Communication</li> <li>• Most Authority and Accountability Retained by Individual Organizations</li> <li>• Some Shared Leadership and Control</li> <li>• Resources Available</li> <li>• Mutually Acknowledged Rewards</li> <li>• Shared Risk</li> </ul> | <ul style="list-style-type: none"> <li>• Durable and Pervasive Relationship</li> <li>• Newly Structured Organization</li> <li>• Full Commitment to Common Mission</li> <li>• Comprehensive Planning</li> <li>• Jointly Developed Strategies</li> <li>• Jointly Developed Evaluation Process to Measure Success at Multiple Levels</li> <li>• Multi-Level Channels of Communication</li> <li>• Collaboratively Determined Authority and Accountability</li> <li>• Dispersed Leadership and Mutual Control</li> <li>• Pooled or Jointly Secured Resources</li> <li>• Shared Products</li> <li>• Equal Risk</li> </ul> |

Mattessich and Monsey. *Collaboration: What Makes It Work*. Minnesota: Wilder Publishing Center, 1992.

**Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals and results that are more likely to be achieved together than alone.**

# Collaborative Process for Developing Procedures



TOPIC/ISSUE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_ AGENCY: \_\_\_\_\_ DATE: \_\_\_\_\_

| Existing Topic/Issue: What I like most about this for: |  |                               |  |                       |  |
|--------------------------------------------------------|--|-------------------------------|--|-----------------------|--|
| individuals/families                                   |  | agencies (specify which ones) |  | our core team/council |  |
|                                                        |  |                               |  |                       |  |
| Retained                                               |  | Eliminated                    |  | Retained              |  |
|                                                        |  |                               |  |                       |  |

| Existing Topic/Issue: What I would like changed/reconsidered about this for: |  |                                               |  |                                               |  |
|------------------------------------------------------------------------------|--|-----------------------------------------------|--|-----------------------------------------------|--|
| individuals/families                                                         |  | agencies (specify which ones)                 |  | our core team/council                         |  |
|                                                                              |  |                                               |  |                                               |  |
| Suggested ideas/strategies                                                   |  | Suggested ideas/strategies                    |  | Suggested ideas/strategies                    |  |
|                                                                              |  |                                               |  |                                               |  |
| Addressed: adequately inadequately not at all                                |  | Addressed: adequately inadequately not at all |  | Addressed: adequately inadequately not at all |  |

COMPLETED BY: \_\_\_\_\_ AGENCY: \_\_\_\_\_ DATE: \_\_\_\_\_

individuals/families

agencies (specify which ones)

our core team/council

### Suggested ideas/strategies

### Suggested ideas/strategies

**Suggested ideas/strategies**

| Addressed:                                                                                                                                                                                          | adequately | inadequately | not at all |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|------------|
| 1. The extent to which the program is designed to meet the needs of the community                                                                                                                   |            |              |            |
| 2. The extent to which the program is designed to meet the needs of the individual                                                                                                                  |            |              |            |
| 3. The extent to which the program is designed to meet the needs of the family                                                                                                                      |            |              |            |
| 4. The extent to which the program is designed to meet the needs of the society                                                                                                                     |            |              |            |
| 5. The extent to which the program is designed to meet the needs of the individual, family, and society                                                                                             |            |              |            |
| 6. The extent to which the program is designed to meet the needs of the individual, family, and society, and the community                                                                          |            |              |            |
| 7. The extent to which the program is designed to meet the needs of the individual, family, and society, and the community, and the individual                                                      |            |              |            |
| 8. The extent to which the program is designed to meet the needs of the individual, family, and society, and the community, and the individual, and the family                                      |            |              |            |
| 9. The extent to which the program is designed to meet the needs of the individual, family, and society, and the community, and the individual, and the family, and the individual                  |            |              |            |
| 10. The extent to which the program is designed to meet the needs of the individual, family, and society, and the community, and the individual, and the family, and the individual, and the family |            |              |            |

|                   |                   |                     |                   |
|-------------------|-------------------|---------------------|-------------------|
| <b>Addressed:</b> | <b>adequately</b> | <b>inadequately</b> | <b>not at all</b> |
|-------------------|-------------------|---------------------|-------------------|

| Addressed: | adequately | inadequately | not at all |
|------------|------------|--------------|------------|
|------------|------------|--------------|------------|

## **Implementing a Collaborative Team Model in the Delivery of Transition Services**

### *II. Principles to Promote Collaborative Delivery of Transition Services (yellow section)*

- A. Sample: Membership Levels
- B. Sample: Self-Study Guide: Transition Services
- C. Sample: Generic Language Regarding Transition-Age Students
- D. Sample: Procedure Grids

## **Principles for local transition councils to promote collaborative services:**

- 1. Involve all stakeholders in the collaborative process;**
- 2. Collaboratively conduct self-study to determine needs;**
- 3. Use generic language to describe the transition process;**
- 4. Document procedures in a format which promotes easy use by multiple parties;**
- 5. Validate effectiveness of procedures in actual settings, and;**
- 6. Endorse and update procedures on a routine basis.**

## MEMBERSHIP LEVELS

| Core                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Associate                                                                                                                                                                                                                                                                                                                                       | Resource                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Attend monthly meetings</li> <li>• Collaboratively develop and implement annual interagency agreement</li> <li>• Collaboratively develop, implement, and evaluate policies and procedures for the transition process</li> <li>• Collaboratively address both student and system level issues</li> <li>• Collaboratively plan, implement, and evaluate cross agency training</li> <li>• Collaboratively plan, implement, and evaluate cross agency outreach to families/consumers</li> <li>• Establish two-way communication with associate members regarding transition issues, needs, and outcomes</li> <li>• Collaboratively establish and implement process for the work team component</li> </ul> | <ul style="list-style-type: none"> <li>• Support the mission statement</li> <li>• Attend quarterly meetings</li> <li>• Serve as a liaison for their agencies and the individuals they serve/represent to ensure two-way communication regarding transition issues, needs, and outcomes</li> <li>• Participate in work team component</li> </ul> | <ul style="list-style-type: none"> <li>• Agree to have the agency listed as a resource</li> <li>• Provide information, materials, and/or referrals specific to their field</li> </ul> |

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Collaborative Transition Teams Outreach Project  
SELF-STUDY GUIDE: TRANSITION SERVICES**

| Targeted Areas                                                                                                                                                                                                            | Indicators                                                                                                                                                                                                                                                                                                                                                                       | Self-Evaluation                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 1. The <b>organizational structure</b> of our interagency transition team supports our mission statement by allowing us to effectively address all relevant areas related to the delivery of quality transition services. | <ul style="list-style-type: none"> <li>• has core team/executive committee</li> <li>• has advisory council/associate members</li> <li>• incorporates focus groups</li> <li>• utilizes work teams</li> <li>• defines "team" roles &amp; responsibilities</li> <li>• defines agency roles &amp; responsibilities</li> <li>• defines member roles &amp; responsibilities</li> </ul> | <p>Strengths:</p><br><br><br><br><br><p>Barriers:</p><br><br><br><br><br><p>Other:</p> |

## University of New Orleans

### Collaborative Transition Teams Outreach Project

## SELF-STUDY GUIDE: TRANSITION SERVICES

### Targeted Areas

### Indicators

## Self-Evaluation

**2. The operating procedures** of our interagency transition team promotes accomplishment of identified goals by enabling us to be productive before, during, and after team meetings.

- support interagency agreement
- establish defined roles (chair, facilitator, recorder, timekeeper)
- define function of meetings
- determine frequency of meetings
- establish meeting format/ agenda(s)
- provide for documentation of meeting activities
- establish process for reaching group consensus & for making decisions
- promote joint policies and procedures

**Strengths:**

**Barriers:**

Other:

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| Targeted Areas                                                                                                                                                                                                                                                                                | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                               | Self-Evaluation                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <p>3. <b>Collaboration</b> between and among our interagency transition team members is a distinguishable process that assists each individual agency to effectively and efficiently fulfill both its mandated requirements and its targeted goals by fostering agency growth and change.</p> | <ul style="list-style-type: none"> <li>• for activities co-sponsored by all appropriate agencies</li> <li>• for activities co-advertised by all appropriate agencies</li> <li>• for activities co-planned by all appropriate agencies</li> <li>• for activities co-funded by all appropriate agencies</li> <li>• for activities co-implemented by all appropriate agencies</li> <li>• for activities co-evaluated by all appropriate agencies</li> </ul> | <p>Strengths:</p><br><br><br><br><p>Barriers:</p><br><br><br><br><p>Other:</p> |

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SELF-STUDY GUIDE: TRANSITION SERVICES**

| Targeted Areas                                                                                                                                                                                                                              | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Self-Evaluation                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| <p>4. The transition planning process of our interagency transition team enables us to identify and address both individual and agency areas of need since it is comprehensive in scope, timely in delivery, and interagency in nature.</p> | <ul style="list-style-type: none"> <li>• addresses all disability areas</li> <li>• uses a person centered process</li> <li>• operates on timelines based on individual service/support needs (generic or none; short-term; long-term)</li> <li>• identifies specific issues &amp; content to be addressed through a consumer driven process (initial; renewal; interagency)</li> <li>• utilizes longitudinal process for student tracking (upcoming needs &amp; follow-up data)</li> <li>• measures consumer &amp; family satisfaction (ITP meetings &amp; outcomes)</li> <li>• incorporates consumers &amp; family members in the evaluation process</li> <li>• measures student outcomes</li> <li>• measures system outcomes</li> <li>• incorporates data for decision making from team self-evaluation (process &amp; outcomes)</li> <li>• utilizes evaluation strategies which are designed to provide useful information to all participating agencies</li> <li>• utilizes evaluation data to identify positive practices</li> <li>• utilizes evaluation data to identify program needs</li> </ul> | <p>Strengths:</p><br><br><br><p>Barriers:</p><br><br><br><p>Other:</p> |

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**Collaborative Transition Teams Outreach Project**  
**SELF-STUDY GUIDE: TRANSITION SERVICES**

| Targeted Areas                                                                                                                                                                                                                              | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Self-Evaluation                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 5. The needs of all students with disabilities, in terms of both <b>instruction and support</b> , are addressed by our interagency transition team during all phases of the transition planning process: initial, renewal, and interagency. | <ul style="list-style-type: none"> <li>• based on curriculum that can be defined as resume building</li> <li>• based on curriculum that promotes community access &amp; participation</li> <li>• based on curriculum that addresses choice making &amp; self-determination</li> <li>• based on curriculum that addresses self-advocacy content &amp; strategies</li> <li>• have provision for linking students in need of advocacy at multiple levels to identified services/supports</li> </ul> | <p>Strengths:</p><br><br><br><br><br><p>Barriers:</p><br><br><br><br><br><p>Other:</p> |

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| Targeted Areas                                                                                                                                                                                                                                             | Indicators                                                                                                                                                                                                                                                                                     | Self-Evaluation                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 6. The needs of all family members of students with disabilities, in terms of both <b>outreach and support</b> , are addressed by our interagency transition team during all phases of the transition planning process: initial, renewal, and interagency. | <ul style="list-style-type: none"> <li>• builds capacity to be informed &amp; responsible consumers</li> <li>• provides for advocacy at multiple levels</li> <li>• addressed from both peer &amp; agency perspectives</li> <li>• promotes empowerment in order to facilitate change</li> </ul> | <p>Strengths:</p><br><br><br><br><br><p>Barriers:</p><br><br><br><br><br><p>Other:</p> |

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| Targeted Areas                                                                                                                                          | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Self-Evaluation                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| 7. Negotiation of adult outcomes by our interagency transition team is based on person centered planning and is marked by a lifestyle focused approach. | <ul style="list-style-type: none"> <li>addresses service selection across lifestyle areas</li> <li>addresses provider selection across lifestyle areas</li> <li>utilizes multiple funding mechanisms/options</li> <li>incorporates network of individual supports (both formal &amp; informal)</li> <li>addresses resource allocation based on needs &amp; outcome data</li> <li>addresses expansion of options (for both existing and new services and providers) to meet the needs of exiting students</li> </ul> | <p>Strengths:</p><br><br><br><p>Barriers:</p><br><br><br><p>Other:</p> |

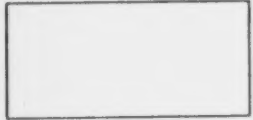
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SELF-STUDY GUIDE: TRANSITION SERVICES**

| Targeted Areas      | Indicators | Self-Evaluation                                            |
|---------------------|------------|------------------------------------------------------------|
| <p>8.</p> <p>31</p> |            | <p>Strengths:</p> <p>Barriers:</p> <p>Other:</p> <p>32</p> |

## **GENERIC LANGUAGE**

- **Phases in the Transition Process**
  - **Initial**
  - **Renewal**
  - **Interagency**
    - **Level-I**
    - **Level-II**
  
- **Level of Service/Support Need(s)**
  - **Long-term**
  - **Short-term**
  - **No Formal/Generic**

## LOCAL TRANSITION COUNCIL



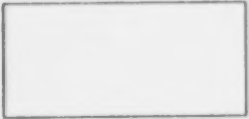
### AGENCY ROLES & RESPONSIBILITIES

AGENCY.

Page 1 of 1

| AGENCY 1 | AGENCY 2 | AGENCY 3 | AGENCY 4 |
|----------|----------|----------|----------|
| 34       |          |          | 35       |

## LOCAL TRANSITION COUNCIL



## TEAM ROLES & RESPONSIBILITIES

TEAM.

Page 1 of 1

| ITP/IEP TEAM | LEA DISTRICT TEAM | INTERAGENCY COUNCIL |
|--------------|-------------------|---------------------|
| 36           |                   | 37                  |

STUDENT.

Page 1 of 1

| INITIAL | RENEWAL | INTERAGENCY |
|---------|---------|-------------|
| 38      |         | 39          |

## **Implementing a Collaborative Team Model in the Delivery of Transition Services**

### *III. Local Examples of Collaboration (pink section)*

A. Community Education for Life Transition Team (C.E.L.T.T.)

B. Jefferson Parish Interagency Transition Brokerage

## Community Education for Life Transition Team (C.E.L.T.T.)

Target Area: ITP Process

| Draft Procedures                                                                                                                                                                                                                                                                                                                                | Field Test                                                                                                                                                                                                                                                                                                                                                                                                                                     | Status                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Identify target area               <ul style="list-style-type: none"> <li>• Conducted self-assessment</li> <li>• Conducted focus group discussions                   <ul style="list-style-type: none"> <li>a) Family Members</li> <li>b) Consumers</li> </ul> </li> </ul> </li> </ul>                 | <ul style="list-style-type: none"> <li>• Decide parameters of field test               <ul style="list-style-type: none"> <li>• Students with long-term support needs</li> <li>• Representation across all phases of the transition process (initial, renewal, &amp; interagency)</li> </ul> </li> </ul>                                                                                                                                       | <ul style="list-style-type: none"> <li>• Revise procedures               <ul style="list-style-type: none"> <li>• Address students with long-term support needs seeking non-employment outcomes</li> <li>• Adjust ITP meeting schedule for Interagency Level-I and II students based on campus enrollments</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>• Solicit input from council               <ul style="list-style-type: none"> <li>• Reviewed current process/procedures to identify strengths &amp; barriers</li> <li>• Brainstormed recommendations &amp; strategies to improve process/procedures</li> </ul> </li> </ul>                               | <ul style="list-style-type: none"> <li>• Select field test group               <ul style="list-style-type: none"> <li>• Heterogeneous group of students</li> <li>• Limited number of campuses</li> <li>• Approval from Special Education Director</li> <li>• Cooperation of principals</li> <li>• Commitment from teachers &amp; Instructional Specialist</li> </ul> </li> </ul>                                                               | <ul style="list-style-type: none"> <li>• Adopt procedures</li> </ul>                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• Review strategies from other places               <ul style="list-style-type: none"> <li>• Reviewed transition manuals from Jefferson &amp; Lafourche Parishes</li> <li>• Reviewed products, documents, and brochures developed by other parishes (Jefferson &amp; St. Bernard)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Support field test               <ul style="list-style-type: none"> <li>• Monthly meetings of teachers, instructional specialist, &amp; Transition Coordinator to discuss status, barriers, &amp; strategies</li> <li>• Teacher representative &amp; Instructional Specialist serve on Policy/Procedure Work Team</li> <li>• Transition Coordinator reports results to council</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Expand use of procedures</li> </ul>                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• Assign development to work team               <ul style="list-style-type: none"> <li>• Policy/Procedure Work Team (equal membership for family representative)</li> </ul> </li> </ul>                                                                                                                  | <ul style="list-style-type: none"> <li>• Evaluate field test               <ul style="list-style-type: none"> <li>• Outcome measures at multiple levels: student, agency &amp; council</li> <li>• Satisfaction measures at multiple levels: student, agency, &amp; council</li> </ul> </li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>• Review procedures periodically to ensure effectiveness</li> </ul>                                                                                                                                                                                                                        |

**DRAFT**

**Caddo Parish Interagency  
Community Education for Life Transition Team  
(CELTT)**

**ITP Process  
CONSUMER/FAMILY AND AGENCY ROLES AND RESPONSIBILITIES**

**AGENCY.**

page 1 of 2

| LEA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | LRS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | OCDD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | OMH                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>LONG TERM SUPPORT NEEDS</b><br>1. Participate in CELTT/CORE.<br>2. Provide a functional transition curriculum.<br>3. Schedule, prepare and conduct IEP meetings<br>4. Integrate ITP with IEP.<br>5. Document status of ITP action steps, at a minimum, at each reporting period.<br>6. Prepare student information packet for referral to adult agencies.<br><i>Note:</i> Teacher will include a copy of the Information Release form, current ITP, and CVSA including inserts. Transition Co-ordinator will include current evaluation.<br>7. Have <i>Information Release</i> form signed.<br>8. Refer students for case management and other needed services.<br>9. Provide <i>Future Service/Support Needs Summary</i> to CELTT/CORE.<br>10. Disseminate <i>Future Service/Support Needs Summary</i> to adult service provider agency(ies)<br>11. Provide <i>Preferred Service Provider Summary</i> to CELTT/CORE.<br>12. Participate in/conduct interagency training opportunities.<br>13. Support the interagency agreement. | <b>LONG TERM SUPPORT NEEDS</b><br>1. Participate in CELTT/CORE.<br>2. Attend ITP meetings according to CELTT/CORE timelines.<br>3. Accept referrals, conduct intakes and open cases according to LRS timelines. (See Student Process Section)<br>4. Utilize LEA student information packet to assist in determining eligibility and rationale for vocational program.<br>5. Determine eligibility according to LRS timelines.<br>6. Write IWRP according to CELTT timelines. (See Student Process Section)<br>7. Disseminate <i>Future Service/Support Needs Summary</i> to adult service provider agency(ies).<br>8. Participate in/conduct interagency training opportunities.<br>9. Support the interagency agreement. | <b>LONG TERM SUPPORT NEEDS</b><br>1. Participate in CELTT/CORE.<br>2. Attend ITP meetings according to CELTT/CORE timelines. (See Student Process Section)<br>3. Assess, determine eligibility and assist in making application for services.<br>4. Utilize LEA and/or LRS information packet(s) to assist in eligibility and rationale for services.<br>5. Provide funding or assist in securing funding for long-term follow-along services.<br>6. Disseminate <i>Future Service/Support Needs Summary</i> to adult service provider agency(ies).<br>7. Participate in/conduct interagency training opportunities.<br>8. Support the interagency agreement. | <b>LONG TERM SUPPORT NEEDS</b><br>1. Participate in CELTT/CORE.<br>2. Attend ITP meetings according to CELTT timelines. (See Student Process Section)<br>3. Assess and determine eligibility for services.<br>4. Utilize LEA packet student information packet to assist in determining eligibility and rationale for vocational program.<br>5. Based upon eligibility, make proper referrals for services.<br>6. Disseminate <i>Future Service/Support Needs Summary</i> to adult service provider agency(ies).<br>7. Participate in/conduct interagency training opportunities.<br>8. Support the interagency agreement. |

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Caddo Parish Interagency  
Community Education for Life Transition Team  
(CELTT)

ITP Process  
CONSUMER/FAMILY AND AGENCY ROLES AND RESPONSIBILITIES

AGENCY.

PAGE 2 OF 2

| CONSUMER/FAMILY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | FHF                                                                                                                                                                                                                                                                                                                                                                                                     | ADULT SERVICE PROVIDERS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | CELTT/CORE                                                                                                                                                                                                                                                                                 |
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| <b>LONG TERM SUPPORT NEEDS</b><br><br>1. Participate in appropriate curriculum and training.<br><br>2. Determine need for advocate.<br><br>3. Attend ITP meetings<br><br>4. Sign <i>Information Release</i> form.<br><br>5. Participate in opportunities to become familiar with services and service providers.<br><br>6. Utilize fact sheet: <i>How to Choose a Preferred Service Provider</i> to choose and indicate preferences for targeted services and providers.<br><br>7. Attend scheduled appointments with adult service providers.<br><br>8. Request assistance when needed. | <b>LONG TERM SUPPORT NEEDS</b><br><br>1. Participate in CELTT/CORE.<br><br>2. Assist in securing advocates for families.<br><br>3. Attend ITP meetings at family's request.<br><br>4. Disseminate <i>Future Service/Support Needs Summary</i> to adult service providers agency(ies).<br><br>5. Participate in/conduct interagency training opportunities.<br><br>6. Support the interagency agreement. | <b>LONG TERM SUPPORT NEEDS</b><br><br>1. Participate in CELTT/CORE according to by-laws.<br><br>2. Attend ITP meetings according to CELTT timelines (See Student Process section).<br><br>3. Accept referrals from adult service agencies and provide contract services as appropriate.<br><br>4. Utilize LEA/LRS student information packet to assist in determining eligibility and rationale for vocational program.<br><br>5. Respond to <i>Future Service/Support Needs</i> .<br><br>6. Participate in/conduct interagency training opportunities.<br><br>7. Support the interagency agreement. | <b>LONG TERM SUPPORT NEEDS</b><br><br>1. Develop and implement series of information dissemination/training opportunities (i.e. families, staff, community).<br><br>2. Address <i>Future Service/Support Needs Summary</i> .<br><br>3. Address <i>Preferred Service Provider Summary</i> . |

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**Caddo Parish Interagency  
Community Education for Life Transition Team  
(CELTT)**

**ITP Process  
TEAM ROLES AND RESPONSIBILITIES**

TEAM

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| ITP/IEP TEAM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | LEA DISTRICT TEAM                                                                                                                                                                                                                                                                                                | CELTT/CORE TEAM                                                                                                                                                                                                                             |
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| <p><b>LONG TERM SUPPORT/NEEDS</b></p> <p><b>INITIAL</b></p> <p><b><u>OPENING OF SCHOOL</u></b></p> <ol style="list-style-type: none"> <li>1. Review roster to identify students who are 16 and/or will be 16 this school year to ensure that the ITP is/will be developed according to age compliance regulations.</li> <li>2. Schedule ITP meetings no later than age 16, or younger when appropriate.</li> <li>3. Conduct ITP meetings prior to the IEP meetings.<br/>Note: (Refer to <i>ITP Meeting Checklist</i>).</li> <li>4. Refer for case management services, if not currently receiving</li> <li>5. Write ITP action steps which allow family members to become familiar with services, as well as specific providers.</li> <li>6. Distribute appropriate fact sheets: agencies, services, and/or providers.</li> <li>7. Submit appropriate copy of ITP to district office and to family</li> <li>8. Document status of ITP action steps, at a minimum, at each reporting period.</li> </ol> | <p><b>LONG TERM SUPPORT/NEEDS</b></p> <p><b>INITIAL</b></p> <ol style="list-style-type: none"> <li>1. Develop and/or disseminate fact sheets.</li> <li>2. Provide technical assistance to instructional personnel in ITP process.</li> <li>3. Facilitate site visits as requested by family/consumer.</li> </ol> | <p><b>LONG TERM SUPPORT/NEEDS</b></p> <p><b>INITIAL</b></p> <ol style="list-style-type: none"> <li>1. Schedule inservice trainings and meetings.</li> <li>2. Provide training and support to family members for the ITP process.</li> </ol> |

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**Caddo Parish Interagency  
Community Education for Life Transition Team  
(CELTT)**

**ITP Process  
TEAM ROLES AND RESPONSIBILITIES**

TEAM

| ITP/IEP TEAM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | LEA DISTRICT TEAM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | CELTT/CORE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>RENEWAL</b></p> <ol style="list-style-type: none"> <li>1. Schedule ITP meetings on an annual basis.</li> <li>2. Conduct ITP meetings prior to the IEP meetings.<br/><b>Note:</b> Refer to <i>ITP Meeting Checklist</i>.</li> <li>3. Refer for case management services, if not currently receiving.</li> <li>4. Write ITP action steps which allow family members to become familiar with services, as well as specific providers.</li> <li>5. Distribute appropriate fact sheets: agencies, services, and/or providers.</li> <li>6. At the final renewal phase ITP meeting, teacher should provide family with fact sheet: <i>How to Choose A Preferred Service Provider</i>.</li> <li>7. At the final renewal phase ITP meeting, write action steps which require family members to complete the fact sheet: <i>How to Choose A Preferred Service Provider</i>, identifying their first and second preference of providers in targeted lifestyle areas.</li> <li>8. At the final renewal phase ITP meeting, write action steps to address the attendance of LRS and the selected provider and family to attend the Interagency Level I ITPs scheduled early in the second semester of the year.<br/><b>Note:</b> For students in final renewal phase (will be Interagency Level I next year). If the ITP occurs during the fall semester, inform families that two ITP meetings may be needed next year in order to remain in compliance with special education regulations and to move to the best planning schedule to prepare for graduation.</li> <li>9. At the final renewal phase ITP meeting, have <i>Information Release</i> form signed.</li> <li>10. At the final renewal phase ITP meeting, complete the <i>Future Service/Support Needs</i> form. Forward copy to designated personnel in May.</li> </ol> | <p><b>RENEWAL</b></p> <p><u>September:</u></p> <ol style="list-style-type: none"> <li>1. Develop and/or disseminate fact sheets.</li> <li>2. Facilitate site visits, as requested by family/consumer.</li> <li>3. For final renewal phase students, the Transition Coordinator will compile information from the <i>Future Service/Support Needs School Summary</i> forms to generate the <i>Future Service/Support Needs Summary</i> with assistance from CELTT/CORE.</li> </ol> <p><u>May:</u></p> <ol style="list-style-type: none"> <li>1. For the final renewal phase students, Transition Coordinator will collect the completed <i>Future Service/Support Needs School Summary</i> forms from designated personnel.</li> </ol> | <p><b>RENEWAL</b></p> <ol style="list-style-type: none"> <li>1. Schedule inservice trainings and meetings.</li> <li>2. Provide training and support to family members for the ITP process.</li> </ol> <p><u>September:</u></p> <ol style="list-style-type: none"> <li>1. Assist Transition Coordinator in compiling <i>Future Service/Support Needs Summary</i>.</li> </ol> <p><u>October:</u></p> <ol style="list-style-type: none"> <li>1. Address <i>Future Service/Support Needs Summary</i>.</li> </ol> |

11. Submit appropriate copy of ITP and *Information Release* form to LEA district office and to family.

12. Document status of ITP action steps, at a minimum, at each reporting period.

May:

1. Forward copy(ies) of *Future Service/Support Needs* forms for final renewal phase students to designated personnel.

2. Teachers will secure completed fact sheet: *How to Choose A Preferred Service Provider*, from final renewal phase students. These will be used the following September to complete the *Interagency Student Form*.

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**Caddo Parish Interagency  
Community Education for Life Transition Team  
(CELTT)**

**ITP Process  
TEAM ROLES AND RESPONSIBILITIES**

TEAM

| ITP/IEP TEAM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | LEA DISTRICT TEAM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | CELTT/CORE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>INTERAGENCY<br/>Level I Students</b></p> <p><u>Opening of School:</u></p> <ol style="list-style-type: none"> <li>1. Review ITP dates for all students.</li> <li>2. Schedule ITPs for all Fall anniversary renewal dates.</li> <li>3. Be sure to address the fact sheet: <i>How to Choose A Preferred Service Provider</i> if provider has not already been identified by family/consumer.</li> </ol> <p><b>Note:</b> A second ITP will be scheduled for these students by the Transition Coordinator in the Spring semester. This meeting will be conducted by the teacher.</p> <p><u>End of September:</u></p> <ol style="list-style-type: none"> <li>1. Forward <i>Interagency Student Forms</i> to Transition Coordinator</li> </ol> <p><u>December:</u></p> <ol style="list-style-type: none"> <li>1. Review January-February ITP Master Schedule provided by Transition Coordinator and ensure your attendance.</li> </ol> <p><u>January-February:</u></p> <ol style="list-style-type: none"> <li>1. Conduct ITPs.</li> </ol> <p><b>Note:</b> Representatives from the family, LRS, Case Management and Preferred Service Provider(s) should attend the ITP meeting. The student should participate fully in this meeting. Notify Transition Coordinator if the student does not have a case manager. Remind family that if preferred service provider has not been identified, this could significantly impact their transition timelines. <li>2. Write ITP action steps to guide adult agency personnel in the development of appropriate services and supports.</li> <p><b>Note:</b> (Refer to ITP Meeting Checklist).</p> </p> | <p><b>INTERAGENCY<br/>Level I Students</b></p> <p><u>September:</u></p> <ol style="list-style-type: none"> <li>1. Using the <i>Future Service/Support Needs School Summary</i> the Transition Coordinator will compile the Future Service/Support Needs Summary with assistance from CELTT/CORE.</li> </ol> <p><u>End of September:</u></p> <ol style="list-style-type: none"> <li>1. Collect <i>Interagency Student Forms</i> from all teachers.</li> </ol> <p><u>October:</u></p> <ol style="list-style-type: none"> <li>1. Review forms and follow up to identify missing information.</li> <li>2. Compile information from <i>Interagency Student Forms</i> to generate <i>Preferred Service Provider Summary</i> and disseminate to CELTT/CORE.</li> </ol> <p><u>November-December:</u></p> <ol style="list-style-type: none"> <li>1. Transition Coordinator schedules January-February ITPs and disseminate schedule to all participants.</li> <li>2. Transition Coordinator adjusts ITP schedules as needed and notifies all participants.</li> <li>3. Transition Coordinator identifies those ITPs which requires his/her participation.</li> </ol> <p><u>January-February:</u></p> <ol style="list-style-type: none"> <li>1. Participate in ITPs as needed.</li> <li>2. If contacted by teacher because student/family did not attend ITP meeting, check to see if current <i>Information Release</i> form is on file. If Yes: Direct teacher to complete appropriate <i>Referral Form</i>, attach copy of ITP and forward to Transition Coordinator.</li> </ol> | <p><b>INTERAGENCY<br/>Level I Students</b></p> <ol style="list-style-type: none"> <li>1. Schedule inservice trainings and meetings.</li> <li>2. Provide training and support to family members for the ITP process.</li> <li>3. Review fact sheets related to transition annual planning and identifying preferred service providers to ensure accuracy.</li> </ol> <p><b>Note:</b> Include date on all fact sheets to facilitate use of current formats.</p> <ol style="list-style-type: none"> <li>4. Annually review participation in ITP process to identify strengths, problems and potential strategies to improve effectiveness.</li> </ol> <p><u>September:</u></p> <ol style="list-style-type: none"> <li>1. Assist Transition Coordinator in compiling <i>Future Service/Supports Needs School Summary</i> forms to generate the <i>Future Services/Supports Needs Summary</i>.</li> </ol> <p><u>October:</u></p> <ol style="list-style-type: none"> <li>1. Review <i>Future Service/Support Needs Summary</i> to determine implications for agencies and service providers.</li> </ol> <p><u>November:</u></p> <ol style="list-style-type: none"> <li>1. Review <i>Preferred Service Provider Summary</i> to determine implications for service providers and agencies annually.</li> </ol> |

3 For those ITPs where student/family members were not in attendance, contact the Transition Coordinator for the next steps to take.

4 For those ITPs where a key service provider did not attend, ensure that the ITP includes action steps to link the student/family to the agency.

5. Have *Information Release* form completed.

6. Complete *Information Service/Support Needs* form.

7 Submit appropriate copy of ITP and *Information Release* form to LEA district office and to family.

**Between January-February and End of April:**

1. Forward student information packet (copy of *Information Release* form, ITP, CVSA and insert) for referral to adult agencies to Transition Coordinator.

**May:**

1 Forward completed *Future Service/Support Needs* forms for all students to designated personnel.

**If No:** Direct teacher to obtain a signed *Information Release* form and follow steps above.

3. If contacted by teacher because a service provider did not attend: Review action steps of ITP with teacher to ensure that the ITP includes action steps to link the student/family to the appropriate agency(ies). Direct teacher to complete appropriate *Referral Form*, attach copy of ITP and forward to Transition Coordinator.

**Note:** Referral process to Day Program Providers is the same as referral process to LRS. The provider of Day Program attends Level II meetings only. Preferred service provider choice is at Level I.

**May:**

1. Transition Coordinator collects the completed *Future Service/Support Needs School Summary* forms from designated personnel.

**Note:** Throughout the year, facilitate site visits as requested by families/students.

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Caddo Parish Interagency  
Community Education for Life Transition  
(CELTT)

ITP Process  
TEAM ROLES AND RESPONSIBILITIES

TEAM

| ITP/ITP TEAM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | LEA DISTRICT TEAM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | CELTT/CORE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>INTERAGENCY<br/>Level II Students</b></p> <p><u>September:</u></p> <ol style="list-style-type: none"> <li>1. Forward <i>Interagency Student Form</i> to Transition Coordinator.</li> </ol> <p><u>October:</u></p> <ol style="list-style-type: none"> <li>1. Review <i>ITP Master Schedule</i> provided by Transition Coordinator and ensure your attendance.</li> </ol> <p><u>November-December:</u></p> <ol style="list-style-type: none"> <li>1. Conduct ITPs.</li> </ol> <p><b>Note:</b> Representatives from the family, LRS, Case Management and Preferred Service Provider(s) should attend the ITP meeting. The student should participate fully in the meeting. Notify Transition coordinator if the student does not have a case manager. During the ITP meeting, the teacher should check to make sure that families who have not identified a preferred service provider understand that transition timelines will be significantly impacted.</p> <ol style="list-style-type: none"> <li>2. Write ITP action steps to guide adult agency personnel in the development of appropriate services and supports.</li> </ol> <p><b>Note:</b> (Refer to <i>ITP Meeting Checklist</i>).</p> <ol style="list-style-type: none"> <li>3. For those ITPs where student/family members were not in attendance, contact the Transition Coordinator for next steps to take.</li> <li>4. Check to make sure that all students have been referred to adult agency(ies). Contact the Transition Coordinator to determine next steps to take for students that have not been referred</li> </ol> | <p><b>INTERAGENCY<br/>Level II Students</b></p> <p><u>September:</u></p> <ol style="list-style-type: none"> <li>1. Transition Coordinator will compile the <i>Future Service/Support Needs School Summary</i> with assistance from CELTT/CORE.</li> </ol> <p><u>End of September:</u></p> <ol style="list-style-type: none"> <li>1. Collect <i>Interagency Student Forms</i> from all teachers.</li> <li>2. Review forms and follow-up to identify missing information.</li> <li>3. Compile information from <i>Interagency Student Forms</i> to generate <i>Preferred Service Provider Summary</i> and disseminate to CELTT/CORE.</li> </ol> <p><u>September-October:</u></p> <ol style="list-style-type: none"> <li>1. Transition Coordinator schedules November-December ITPs and disseminate master schedule to participants.</li> <li>2. Transition Coordinator adjust ITP schedule as needed and notifies all participants.</li> <li>3. Transition Coordinator identifies those ITPs which require his/her participation.</li> </ol> <p><u>October:</u></p> <ol style="list-style-type: none"> <li>1. Review <i>Interagency Student Forms</i> and follow up to identify missing information.</li> <li>2. Compile information from <i>Interagency Student Form</i> to generate <i>Preferred Service Provider Summary</i> and disseminate to CELTT/CORE.</li> </ol> | <p><b>INTERAGENCY<br/>Level II Students</b></p> <ol style="list-style-type: none"> <li>1. Schedule inservice trainings and meetings.</li> <li>2. Provide training and support to family members for the ITP process.</li> <li>3. Annually review fact sheets related to transition planning and identifying preferred service providers to ensure accuracy.</li> </ol> <p><b>Note:</b> Include date on all fact sheets to facilitate use of current formats.</p> <ol style="list-style-type: none"> <li>4. Annually review participation in ITP Process to identify strengths, problems and potential strategies to improve effectiveness.</li> </ol> <p><u>October:</u></p> <ol style="list-style-type: none"> <li>1. Review <i>Future Service/Support Needs School Summary</i> to determine implications for agencies and service providers.</li> </ol> <p><u>November:</u></p> <ol style="list-style-type: none"> <li>1. Review <i>Preferred Service Provider Summary</i> to determine implications for agencies and service providers.</li> </ol> |

5. Have *Information Release* completed.

6. Complete *Future Service/Support Needs* form.

7. Submit appropriate copy of ITP and *Information Release* form to LEA district office and to family.

**May:**

1. Forward completed *Future Service/Support Needs* forms for all students to designated personnel.

**November-December:**

1. Participate in ITPs as needed.

2. If contacted by teacher because student/family did not attend ITP meeting, check to see if current *Information Release Form* is on file.

**May:**

1. Transition Coordinator collects the completed *Future Service/Support Needs School Summary* forms from designated personnel.

**Note:** Throughout the year, facilitate site visits as requested by families/students.

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Caddo Parish Interagency  
Community Education for Life Transition Team  
(CELTT)  
ITP Process  
Student Process

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| INITIAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | RENEWAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | INTERAGENCY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>OPENING OF SCHOOL:</b></p> <ol style="list-style-type: none"> <li>1. Review roster to identify students who are 16 and/or will be 16 this school year to ensure that the ITP is/will be developed according to age compliance regulations.</li> </ol> <p><b>August-May:</b></p> <ol style="list-style-type: none"> <li>1. Each teacher schedules student ITP meeting prior to or in conjunction with IEP meetings.</li> <li>2. Ensure that family understands purpose and mechanics of the ITP process.</li> <li>3. Students will be referred for case management services, if not currently receiving.</li> </ol> <p><b>NOTE:</b> Initial ITP meetings should take place when the students are 16 years of age, unless notified by the district that high risk students should be scheduled earlier.</p> <ol style="list-style-type: none"> <li>4. Teacher will document status of ITP action steps, at a minimum, at each reporting period.</li> </ol> | <p><b>OPENING OF SCHOOL:</b></p> <ol style="list-style-type: none"> <li>1. Each teacher schedules student ITP meeting prior to or in conjunction with IEP meetings.</li> </ol> <p><b>NOTE:</b> Renewal ITP meetings should be scheduled on or before the anniversary date of the initial ITP meeting.</p> <ol style="list-style-type: none"> <li>2. Teacher will document status of ITP action steps, at a minimum, at each reporting period.</li> </ol> <p><b>End of September:</b></p> <ol style="list-style-type: none"> <li>1. Transition Coordinator, with assistance from CELTT/CORE, will compile <i>Future Service/Support Needs School Summary</i> forms into <i>Future Service/Support Needs Summary</i>.</li> </ol> <p><b>September-May:</b></p> <ol style="list-style-type: none"> <li>1. At final renewal phase ITP meetings, the <i>Future Service/Support Needs</i> form will be completed.</li> </ol> <p><b>NOTE:</b> For students in final renewal phase (will be Interagency Level I next year): If the ITP occurs during the fall semester, inform families that two ITP meetings may be needed next year in order to remain in compliance with special education regulations and to move to the best planning schedule to prepare for graduation.</p> <ol style="list-style-type: none"> <li>2. At the final renewal phase ITP, the fact sheet: <i>How to Choose A Preferred Service Provider</i> will be distributed.</li> <li>3. At the final renewal phase ITP, the <i>Information Release</i> form will be signed.</li> </ol> <p><b>May:</b></p> <ol style="list-style-type: none"> <li>1. All completed fact sheets: <i>How To Choose A Preferred Service Provider</i> will be collected by the teacher. These will be used the following September to complete the <i>Interagency Student Form</i>.</li> </ol> | <p><b>LEVEL I</b></p> <p><b>OPENING OF SCHOOL:</b></p> <ol style="list-style-type: none"> <li>1. Teacher should review the ITP anniversary dates of all students to determine those occurring in the Fall semester.</li> <li>2. Schedule all ITPs occurring in the Fall.</li> <li>3. Those ITPs occurring in the Spring semester will be scheduled by the Transition Coordinator.</li> </ol> <p><b>NOTE:</b> A second ITP will be scheduled for these students in the Spring. This meeting will be conducted by the teacher.</p> <ol style="list-style-type: none"> <li>4. Be sure to address the fact sheet: <i>How To Choose A Preferred Service Provider</i> if provider has not already been identified by the family/consumer.</li> </ol> <p><b>September-May:</b></p> <ol style="list-style-type: none"> <li>1. Teacher will document status of ITP action steps, at a minimum, at each reporting period.</li> </ol> <p><b>End of September:</b></p> <ol style="list-style-type: none"> <li>1. Teacher forwards <i>Interagency Student Form</i> to Transition Coordinator.</li> </ol> <p><b>October:</b></p> <ol style="list-style-type: none"> <li>1. Transition Coordinator will review the <i>Interagency Student Forms</i> and follow up regarding any missing information.</li> <li>2. <i>Preferred Service Provider Summary</i> is developed by the Transition Coordinator from information on <i>Interagency Student Forms</i>.</li> </ol> |

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2. The teacher will forward all completed *Future Service/Support Needs* forms to designated personnel.

3. CELT/CORE addresses *Future Service/Support Needs Summary*.

November:

1. CELT/CORE reviews *Preferred Service Provider Summary*.

2. Transition Coordinator schedules all preferred service providers to attend ITP meetings.

November-December:

1. Transition Coordinator develops January-February *ITP Master Schedule* and disseminates to participants and high schools. For example:  
Week 1-Captain Shreve-Tuesday, Wednesday & Thursday  
Week 2-Byrd-Tuesday & Wednesday  
Week 2-LSUS-Thursday  
Week 3\_Huntington-Tuesday & Wednesday  
Week 3- Southwood-Thursday  
Week 4-SUSBO & Northwood-Tuesday  
Week 4-Woodlawn-Wednesday  
Week 4-Fair Park & Booker T. Washington-Thursday  
Week 5-North Caddo-Tuesday  
Week 5-Green Oaks-Wednesday

2. Transition Coordinator identifies those ITPs which require his/her participation.

January-February:

1. ITP meetings are conducted by teacher.

NOTE: Representatives from the family, LRS, preferred service provider(s), and case management agency should attend the ITP meeting. The student should participate fully in the meeting. Notify the Transition Coordinator if the student does not have a case manager.

NOTE: During the ITP meeting, the teacher should check to make sure that families who have not identified a preferred service provider understand that transition timelines will be significantly impacted.

2. ITP action steps written to guide adult agency personnel in the development of appropriate services and supports.

NOTE: (Refer to *ITP Meeting Checklist*).

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3. For those ITPs where student/family members were not in attendance, contact the Transition Coordinator for the next steps to take.

4. For those ITPs where a key service provider did not attend, ensure that the ITP include action steps to link the student/family to the agency.

5. *Information Release* form is completed.

6. *Future Service/Support Needs* form is completed.

7. If contacted by teacher because student/family did not attend the ITP meeting, check to see if current *Information Release* form is on file. If Yes: Direct teacher to complete appropriate *Referral Form*, attach copy of ITP and forward to Transition Coordinator.

If No: Direct teacher to obtain a signed *Information Release* form and follow step above.

8. If contacted by teacher because a service provider did not attend: Review action steps of ITP with teacher to ensure that the ITP includes action steps to link the student/family to the appropriate agency(ies). Direct teacher to complete appropriate *Referral Form*, and attach copy of ITP and forward to Transition Coordinator.

**NOTE:** Referral process to Day Program providers is the same as referral process to LRS. The provider of Day Program attends Level II meetings only. Preferred service provider choice is at Level I year.

9. Appropriate copy of ITP and *Information Release* is submitted to LEA district office and to family.

May:

1. Teachers forward completed *Future Service/Support Needs* forms for all students to designated personnel.

**NOTE:** Throughout the year, facilitate site visits as requested by families/students.

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2. Transition Coordinator collects the completed *Future Service/Support Needs School Summary* forms from designated personnel.

## LEVEL II

### End of September:

1. Teacher forwards *Interagency Student Form* to Transition Coordinator.

### October:

1. Transition Coordinator reviews *Interagency Student Forms* and follow up regarding missing information.

2. *Preferred Service Provider Summary* is developed by Transition Coordinator from information on *Interagency Student Forms*.

3. CELTT/CORE addresses *Future Service/Support Needs Summary*.

### September-October:

1. Transition Coordinator develops November-December *ITP Master Schedule* and disseminate to participants and high schools.  
For example:

Week 1-Captain Shreve-Tuesday, Wednesday & Thursday

Week 2-Byrd- Tuesday & Wednesday

Week 2-LSU-S- Thursday

Week 3-Huntington-Tuesday & Wednesday

Week 3-Southwood-Thursday

Week 4-SUSBO & Northwood-Tuesday

Week 4-Woodlawn-Wednesday

Week 4-Fair Park & Booker T. Washington-Thursday

Week 5-North Caddo-Tuesday

Week 5-Green Oaks-Wednesday

2. Transition Coordinator identifies those ITPs that requires his/her participation.

### November-December:

1. ITP meetings are conducted by teacher.

NOTE: Representatives from the family, LRS,

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preferred service provider(s), and case management agency should attend the ITP meeting. The Transition Coordinator should be notified if the student does not have a case manager.

**NOTE:** During the ITP meeting, the teacher should check to make sure that families who have not identified a preferred service provider understand that transition timelines will be significantly impacted.

2. ITP action steps are written to guide adult agency personnel in the development of appropriate services and supports.

3. *Information Release* form is checked to make sure it is current.

4. *Future Service/Support Needs* form is completed.

5. If contacted by teacher because student/family did not attend the ITP meeting, check to see if current *Information Release* form is on file. If yes: Direct teacher to complete appropriate *Referral Form*, attached copy of ITP and forward to Transition Coordinator.  
If No: Direct teacher to obtain a signed copy of *Information Release* form and follow steps above.

6. If contacted by teacher because a key service provider did not attend: Review action steps of ITP with teacher to ensure that the ITP includes action steps to link the student/family to the appropriate *Referral Form*, attach copy of ITP and forward to Transition Coordinator.

**NOTE:** Referral process to Day Program providers is the same as referral process to LRS. The provider of Day Program attends Level II meeting only. Preferred service provider choice is at Level I year.

**Between January-February and End of April:**

1. Transition Coordinator forwards student information packet to appropriate adult agency.

**May:**

1. Teacher forward completed *Future Service/*

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*Support Needs* forms for all students to designated personnel.

**NOTE:** Throughout the year, facilitate site visits as requested by families/students.

2. Transition Coordinator collects the completed *Future Service/Support Needs School Summary* from designated personnel.

## Jefferson Parish Interagency Transition Brokerage

**Target Area:** Referral to Adult Service Provider

| Draft Procedures                                                                                                                                                                                                                                                                                               | Field Test                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Status                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Identify target area                             <ul style="list-style-type: none"> <li>Conducted self-assessment</li> <li>Determine outcomes for previous students exiting school</li> <li>Review reauthorization of Rehabilitation Act of 1973</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Decide parameters of field test                             <ul style="list-style-type: none"> <li>Students with long term support needs</li> <li>Students at interagency level</li> <li>Students representing different disability groups</li> </ul> </li> </ul>                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Revise procedures                             <ul style="list-style-type: none"> <li>No revisions have been necessary</li> </ul> </li> </ul>                                                                                                  |
| <ul style="list-style-type: none"> <li>Solicit input from council                             <ul style="list-style-type: none"> <li>Determine needs of each agency for consumer choice</li> <li>Brainstormed recommendations &amp; strategies to improve process/procedures</li> </ul> </li> </ul>            | <ul style="list-style-type: none"> <li>Select field test group                             <ul style="list-style-type: none"> <li>All exiting long term support students</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Adopt procedures                             <ul style="list-style-type: none"> <li>Add procedures to Brokerage manual</li> <li>Solicit interagency agreement to adopt/implement procedures</li> </ul> </li> </ul>                            |
| <ul style="list-style-type: none"> <li>Review strategies from other places                             <ul style="list-style-type: none"> <li>No other councils in state have addressed this issue</li> </ul> </li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Support field test                             <ul style="list-style-type: none"> <li>Monthly meetings of teachers, instructional specialists, &amp; Transition Coordinator to discuss status, barriers, &amp; strategies</li> <li>Transition Coordinator serves on Work Team and reports field test results to council</li> <li>Agency personnel support field test activities (e.g., program visitation)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Expand use of procedures                             <ul style="list-style-type: none"> <li>Examine possible utility of procedures for students with short term support needs</li> </ul> </li> </ul>                                          |
| <ul style="list-style-type: none"> <li>Assign development to work team                             <ul style="list-style-type: none"> <li>Work team for consumer referral process established</li> <li>Family member included in work team</li> </ul> </li> </ul>                                              | <ul style="list-style-type: none"> <li>Evaluate field test                             <ul style="list-style-type: none"> <li>Follow up conducted to determine number of students receiving services from preferred provider</li> <li>Interagency personnel asked to critique effectiveness of referral procedures</li> <li>Some families may need support to exercise choice opportunity</li> </ul> </li> </ul>                                                         | <ul style="list-style-type: none"> <li>Review procedures periodically to ensure effectiveness                             <ul style="list-style-type: none"> <li>Follow up data collected for two years of graduates to determine effectiveness of procedures</li> </ul> </li> </ul> |

# JEFFERSON PARISH INTERAGENCY TRANSITION BROKERAGE

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## ID ADULT AGENCIES AGENCY ROLES & RESPONSIBILITIES

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| LEA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | LRS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | JPHSA/DD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | JPHSA/MH                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Provide information on service delivery options/agencies in Jefferson Parish.</li> <li>2. Distribute: A Family Perspective on Work Programs; A Family Perspective on Residential Programs.</li> <li>3. Distribute fact sheets.</li> <li>4. Distribute Preferred Service Provider Request Form.</li> <li>5. Assist families in setting up site visits.</li> <li>6. Complete Preferred Service Provider Summary and forward to Brokerage.</li> <li>7. Develop student information packet and forward to Brokerage to assist in identifying potential service providers.</li> <li>8. Participate in Brokerage meeting to assist in securing preferred service providers.</li> <li>9. Notify department heads about selected providers.</li> <li>10. Make Jefferson Parish Resource Guide available to family members/professionals.</li> </ol> | <ol style="list-style-type: none"> <li>1. Provide list of supported employment providers to LEA.</li> <li>2. Provide information on "critical aspects" of services offered by each provider to the Brokerage.</li> <li>3. Participate in ITP meetings to assist in identifying parental preference for employment provider.</li> <li>4. Participate in Brokerage meeting to assist in securing the supported employment provider identified through the Preferred Service Provider Summary Form.</li> <li>5. Use student information packet provided by LEA to assist in identifying potential supported employment provider.</li> </ol> | <ol style="list-style-type: none"> <li>1. Provide a case manager to assist family members in identifying appropriate service providers during ITP meetings, if required.</li> <li>2. Provide list of providers to Brokerage.</li> <li>3. Provide information on "critical aspects" of services offered by each provider (employment, residential etc.) to the Brokerage.</li> <li>4. Participate in Brokerage meeting to assist in securing the provider(s) identified through the Preferred Service Provider Summary Form.</li> <li>5. Participate in Family Site Visitation Program.</li> <li>6. Use student information packet provided by LEA to assist in identifying potential service provider(s).</li> </ol> | <ol style="list-style-type: none"> <li>1. Provide a case manager to assist family members in identifying appropriate service providers during ITP meetings.</li> <li>2. Provide list of providers to Brokerage.</li> <li>3. Provide information on "critical aspects" of services offered by each provider (residential, counseling, support groups, etc.) to the Brokerage.</li> <li>4. Participate in Brokerage meeting to assist in securing the provider(s) identified through the Preferred Service Provider Summary Form.</li> <li>5. Participate in Family Site Visitation Program.</li> <li>6. Use student information packet provided by LEA to assist in identifying potential service provider(s).</li> </ol> |

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# ID ADULT AGENCIES AGENCY ROLES & RESPONSIBILITIES

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| CONSUMER/FAMILY                                                                                                                                                                                                                                                                                                                                                                                                  | FHF                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | COMMUNITY RESOURCES                                                                                                                                                                                                                                                             | BROKERAGE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Develop vision for son/daughter in each lifestyle area through the ITP process.</li> <li>2. Survey local service providers using: A Family Perspective on Work Programs; A Family Perspective on Residential Programs.</li> <li>3. Complete Preferred Service Provider Request Form.</li> <li>4. Submit Preferred Service Provider Request Form to teacher.</li> </ol> | <ol style="list-style-type: none"> <li>1. Distribute list of providers to families, as requested.</li> <li>2. Disseminate fact sheets.</li> <li>3. Provide support to families, as needed, in the use and completion of: <ul style="list-style-type: none"> <li>*A Family Perspective on Work Programs</li> <li>*A Family Perspective on Residential Programs</li> <li>*Preferred Service Provider Request Form</li> </ul> </li> <li>4. Provide advocacy and/or support during site visits, as needed.</li> </ol> | <ol style="list-style-type: none"> <li>1. Provide general information on typical services available to all residents of Jefferson Parish (social security, food stamps, etc.).</li> <li>2. Participate in/conduct interagency training activities, when appropriate.</li> </ol> | <ol style="list-style-type: none"> <li>1. Schedule inservices &amp; meetings on service delivery options.</li> <li>2. Develop/compile information for the Jefferson Parish Resource Guide.</li> <li>3. Develop fact sheets.</li> <li>4. Participate in Family Site Visitation Program.</li> <li>5. Develop: <ul style="list-style-type: none"> <li>A Family Perspective on Work Programs; A Family Perspective on Residential Programs.</li> </ul> </li> <li>6. Assist agencies in compiling "critical aspects" of their agencies for dissemination to other Brokerage members and families.</li> <li>7. Review Preferred Service Provider Summary Form.</li> <li>8. Use student information packet to assist in identification of potential service providers.</li> <li>9. Utilize information on "critical aspects" of services offered by providers to assist in identification of potential service providers.</li> <li>10. By mid December, secure provider(s) for each student &amp; notify Transition Specialist.</li> <li>11. When necessary, work with other Brokerage members to overcome barriers to providing services as requested.</li> </ol> |
| 75                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                 | 76                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

# JEFFERSON PARISH INTERAGENCY TRANSITION BROKERAGE

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## ID ADULT AGENCIES TEAM ROLES & RESPONSIBILITIES

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| ITP/IEP                                                                                                                                                                                                                                                                           | DISTRICT                                                                                                                                 | BROKERAGE                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>INITIAL</p> <ol style="list-style-type: none"> <li>1. Provide information on service delivery options/agencies in Jefferson Parish.</li> <li>2. Write ITP action steps which assist family members to become familiar with services, as well as specific providers.</li> </ol> | <p>INITIAL</p> <ol style="list-style-type: none"> <li>1. Provide/compile information for the Jefferson Parish Resource Guide.</li> </ol> | <p>INITIAL</p> <ol style="list-style-type: none"> <li>1. Schedule inservices and meetings on service delivery options.</li> <li>2. Provide/compile information for the Jefferson Parish Resource Guide</li> <li>3. Provide case manager to assist family members in identifying appropriate service providers during ITP meetings, if required.</li> </ol> |

# JEFFERSON PARISH INTERAGENCY TRANSITION BROKERAGE

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## ID ADULT AGENCIES TEAM ROLES & RESPONSIBILITIES

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| ITP/IEP                                                                                                                                                                                                                                                                                                                                                                                             | DISTRICT                                                                                                                                                                                                   | BROKERAGE                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>RENEWAL</p> <ol style="list-style-type: none"> <li>1. Provide information on service delivery options/agencies in Jefferson Parish.</li> <li>2. Write ITP action steps which assist family members to become familiar with services, as well as specific providers.</li> <li>3. Distribute fact sheets.</li> <li>4. Make Jefferson Parish Resource Guide available to family members.</li> </ol> | <p>RENEWAL</p> <ol style="list-style-type: none"> <li>1. Disseminate fact sheets.</li> <li>2. Disseminate: A Family Perspective on Work Programs; A Family Perspective on Residential Programs.</li> </ol> | <p>RENEWAL</p> <ol style="list-style-type: none"> <li>1. Schedule inservices and meetings on service delivery options.</li> <li>2. Provide list of providers to LEA.</li> <li>3. Develop fact sheets.</li> <li>4. Develop: A Family Perspective on Work Programs; A Family Perspective on Residential Programs.</li> <li>5. Provide case manager to assist family members in identifying appropriate service providers during ITP meetings, if required.</li> </ol> |

# JEFFERSON PARISH INTERAGENCY TRANSITION BROKERAGE

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## ID ADULT AGENCIES TEAM ROLES & RESPONSIBILITIES

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| ITP/IEP                                                                                                                                                                                                                                                                                                                                                        | DISTRICT                                                                                                                                                                                                                                                                                                                                                                                                                                                    | BROKERAGE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>INTERAGENCY</p> <ol style="list-style-type: none"> <li>1. Distribute and complete: A Family Perspective on Work Programs; A Family Perspective on Residential Programs.</li> <li>2. Assist families in setting up site visits.</li> <li>3. Distribute and complete Preferred Service Provider Request Form and forward to Transition Specialist.</li> </ol> | <p>INTERAGENCY</p> <ol style="list-style-type: none"> <li>1. Complete Preferred Service Provider Summary and forward to Brokerage.</li> <li>2. Develop student information packet and forward to Brokerage to assist in identifying potential service providers.</li> <li>3. Participate in Brokerage meeting to assist in securing preferred service providers.</li> <li>4. By early January, notify department heads about selected providers.</li> </ol> | <p>INTERAGENCY</p> <ol style="list-style-type: none"> <li>1. Participate in Family Site Visitations Program.</li> <li>2. Review Preferred Service Provider Summary Form to assist in the identification of appropriate service providers.</li> <li>3. Use student information packet to assist in the identification of potential service providers.</li> <li>4. Utilize information on "critical aspects" of services offered by providers to assist in the identification of potential service providers.</li> <li>5. By mid December, secure provider(s) for each student &amp; notify Transition Specialist.</li> </ol> |

# JEFFERSON PARISH INTERAGENCY TRANSITION BROKERAGE

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## ID ADULT AGENCIES STUDENT PROCESS

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| INITIAL                                                                                     | RENEWAL                                                                                                                                                                                                            | INTERAGENCY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Provide information on service delivery options/agencies in Jefferson Parish, as needed. | 1. Provide information on service delivery options/agencies in Jefferson Parish, as needed.<br>2. Distribute and complete:<br>A Family Perspective on Work Programs; A Family Perspective on Residential Programs. | <p><b>Level I Students</b></p> <p><u>October:</u></p> <ol style="list-style-type: none"> <li>1. Conduct ITP meeting with LRS.</li> <li>2. Complete Preferred Service Provider Request Form and forward to Transition Specialist.</li> </ol> <p><u>November:</u></p> <ol style="list-style-type: none"> <li>1. The Transition Specialist will compile the Preferred Service Provider Request form and forward the Preferred Service Provision Summary to the Brokerage.</li> </ol> <p><u>Mid December:</u></p> <p>The Brokerage will secure provider(s) for each student.</p> <p><u>Early January:</u></p> <p>The Transition Specialist will notify the department heads about the selected providers.</p> <p><u>End of January:</u></p> <p>Teachers notify families about the provider(s) selected via Family Notification Letter.</p> <p><u>February:</u></p> <p>Conduct ITP meeting in which selected provider(s) will be in attendance.</p> <p><b>Level II Students</b></p> <p>Any Level II students in need of a service will repeat this same process according to designated timeframes.</p> |

## Implementing a Collaborative Team Model in the Delivery of Transition Services

### Issue Addressed

The recent reauthorization of the Individuals with Disabilities Education Act (IDEA), in addition to other federal agency initiatives, consistently highlights the importance of interagency teaming as a key component in the area of transition services. However, most descriptions currently found in the literature regarding interagency teaming as an integral element of the transition process refer to information sharing, cooperation, or coordination as models of team operation. Very few authors use the term "collaboration" in discussing the transition process. Absent in the professional literature is a clear process for assisting local interagency transition teams in using a collaborative model to approach the design and delivery of transition services. In addition, federal mandates contained in IDEA and in the 1992 amendments to the Vocational Rehabilitation Act of 1973 do not offer much detail on the issue of collaboration in the transition process.

However, looking to those fields in which the collaborative process is being addressed, including early intervention, inclusive education, and business, there appears to be utility for a collaborative approach to create and achieve systems change with respect to the transition process. Since the term collaboration is used to refer to activities which merge the efforts and interests of diverse groups to create better supports for a particular group of people (Kimmich, 1994), transition service delivery presents a viable arena for application of the collaborative model.

### Overview of Content

The presentation will be divided into two major components. The first component will address strategies to be used by a local interagency transition team to assess its existing level of collaboration, to conceptualize its jointly endorsed long-term vision, and to define several levels of outcome measures. This self-study includes the following targeted areas: organizational structure; operating procedures; collaborative process; transition planning process; student instruction and consumer support; family outreach and support; self-determination and advocacy; negotiation of adult outcomes; and evaluation of transition services. The second portion of the presentation will focus on the process to be used by a local interagency transition team to develop action plans around multiple outcome levels: interagency, agency, and students.

### Contribution of Session

This session will offer a collaborative model that will assist local interagency transition teams in developing joint policies and procedures for the effective delivery of quality transition services according to three formats: (1) application to students and consumers; (2) role of various levels of transition teams; and, (3) role of participating agencies and organizations regarding transition services. As a result of the proposed structure, collaborative transition teams will be equipped to focus on two

levels of service delivery: (1) student and consumer outcomes, and (2) systems development and support. The critical role of consumers and family members in the transition process also represents an important contribution of the session.

#### Participants

As a local interagency transition team is comprised of a variety of agencies, the session should prove to be appropriate and of interest to a broad audience: educators, adult agency personnel, consumers, and family members.

#### Session Format

The format of the session will include a presentation and program discussion facilitated by grant staff from the University of New Orleans. In addition, the presentation has been organized to include a panel discussion to provide participants with perspectives from the multiple points of view represented by the various member agencies and family members. Instruments designed for planning, implementing, and evaluating a collaborative process for the delivery of transition services will be shared. Participants will have the opportunity to request copies of draft collaborative policies and procedures currently being field tested by local interagency transition teams.